

Guidance for Limited English Proficient (LEP) Student Identification, Assessment, and Data Reporting



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**Guidance for Limited English Proficient (LEP)
Student Identification and Assessment
Effective March, 2012**

1) Which districts are required to identify LEP (also known as English Language Learner or ELL) students?

All districts must identify those students who are LEP. Alaska state and federal laws and regulations require that all students meeting the definition who are not proficient in the English language must be identified and served.

2) When must an LEP student be identified?

An LEP student must be identified as soon as possible, preferably before the start of the school year, but no later than 30 days after the start of the year. A student who enrolls after the start of the school year should be identified as soon as possible. If an LEP student transfers from another district, LEP records must transfer from the former district with the student. The student does not need to be re-identified by the new district. Students may not be placed into a pending identification status, their LEP status determination must be made within the required time frames.

3) How is a potential LEP student identified as LEP?

Districts must develop a screening process to find potential LEP students, diagnose them to determine their level of English language proficiency, and formally identify those students as LEP who are not proficient in one or more of the four domains of listening, speaking, reading, and writing in English. A student must meet the definition of an LEP student (see Appendix) in order to be identified as an LEP student. EED recommends the following identification process:

Pre-screening: The pre-screening process must determine if a student has a primary or home language other than English, or, for a student who is Alaska Native, Native American, or a native resident from outlying areas (U.S. Virgin Islands, Guam, American Samoa, or Northern Mariana Islands) *and* who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. EED recommends that districts pre-screen with, at a minimum, the Parent Language Questionnaire posted on the EED website (or a similar form). In addition, the Language Observation Checklist Part A may be used at the district's discretion. The forms are available on the EED website at <http://www.eed.alaska.gov/nclb/KeyComponentsNCLB.html> and also may be found within the Plan of Service document at: <http://www.eed.alaska.gov/forms/home.cfm> under the section heading Bilingual/Limited English Proficient students.

If the answer to *question 1 or 2 in Part I or the answers to the questions in Part II or III of the **Parent Language Questionnaire (PLQ)*** indicates that a language other than English is either spoken in the home, spoken to the student, or spoken by the student, the student should be screened for possible identification of Limited English Proficiency. If the PLQ indicates that English is spoken in the home, but the teacher has an indication that the student meets the categories listed above *and* that the student comes from an environment where a language other than English may have had an impact on the student's English language proficiency, the teacher may administer the Language Observation Checklist, Part A. If the **Language Observation Checklist Part A (LOC-A)**, as filled out by the student's teacher, indicates *5 or more "No" answers in Part A* or that or that a student is not fluent, compared to English-speaking students of the same age or grade level, in reading, writing, or oral language, based on the teacher's knowledge, then the student should be referred for a formal identification assessment. If the PLQ indicates a need for formal identification assessment, then use of the LOC-A is at the discretion of

the district.

LEP Identification Assessment: Incoming students who meet the other criteria for LEP status must be given a state-approved LEP identification assessment as a “screener” to determine if the student falls below the minimum score for English language proficiency. Students who fall below the minimum score in the chart are identified as LEP, are eligible for ELL services, and must take the annual ELP assessment (ACCESS for ELLs) during the current school year. Students entering school March 1 or after are not required to take the ACCESS for ELLs until the following spring. Students who score at or above the minimum score for English language proficiency are not identified as LEP and are not required to be assessed further.

The WIDA-ACCESS Placement Test™ (W-APT) has been approved by the Alaska Department of Education & Early Development as the "screener" for determining whether a potential LEP student is in fact identified as an LEP student. The W-APT is available at no cost to districts. Alternatively, the state has also approved the use of the Measure of Developing English Language (MODEL)™ that districts may choose to purchase from WIDA to use as the screening tool. All potential LEP students must be screened for placement through use of either the W-APT or the MODEL. See the Flowcharts in the Appendix for a visual representation of the identification process.

NOTE: Both the W-APT and the MODEL should be administered at the student’s current grade level. It is not necessary to grade-level adjust as described in the WIDA manuals. The ACCESS for ELLs may not be used as a screener assessment.

Grade Levels	Time of School Year	Screener	W-APT Screener	Minimum Score for English Language Proficiency (<i>not identified as LEP</i>)	ACCESS for ELLs in current school year?
Kdn	Fall – February	W-APT	Listening & Speaking only	Listening & Speaking ≥ 29	Yes
Kdn	Fall – February	MODEL	Listening & Speaking only	Oral composite score ≥ 6	Yes
Kdn	March 1 or after	W-APT	All domains	Listening & Speaking ≥ 29 AND Writing ≥ 17 AND Reading ≥ 14	No
Kdn	March 1 or after	MODEL	All domains	Overall Composite ≥ 6	No
1 – 12	Fall – February	W-APT or MODEL	All domains	Overall Composite ≥ 5	Yes
1 – 12	March 1 or after	W-APT or MODEL	All domains	Overall Composite ≥ 5	No

Ordering Identification Materials: The W-APT test forms and administration manuals (PDF files) are available to all WIDA Consortium member states at no additional cost. You must enter your district's W-APT username and password to view or print these files. Please contact your ELP test coordinator to receive your login information. Districts may also order a blackline master of the W-APT for a minimal cost through the WIDA Help Desk at help@wida.us or call WIDA toll free at 1-866-276-7735. The WIDA MODEL™ kits are available for purchase online at <http://www.wida.us/store/index.aspx>.

Required Training for Test Administrators: Training for the administration of the W-APT is required prior to implementing the assessment. Training is available online at <http://wida.us/assessment/w-apt/index.aspx>. You must enter your district's W-APT username and password to view the webinars and download the manuals. The W-APT and MODEL should be administered at the student's current grade level: it is not necessary to grade-level adjust as described in the WIDA manuals.

Program placement: The results of the W-APT or MODEL identification assessment will indicate the level of the student's proficiency in each domain and will guide the appropriate program placement. The optional Language Observation Checklist Form B (LOC-B) will be useful for students who are enrolled in a dual language (immersion) or transitional program in the student's home language.

If an LEP student transfers from another Alaskan school district, then the student's LEP status, ELP assessment results and other records related to their LEP status should follow the student to the new district.

4) What standards are available to guide instruction for LEP students?

Alaska has adopted the WIDA ELP Standards, whose purpose is to guide teachers in instruction that will assist LEP students in gaining proficiency in English. The WIDA ELP Standards are available on the EED website and at <http://www.wida.us/standards/elp.aspx>.

5) What test must be used for the annual assessment in English language proficiency?

In addition to an initial assessment for identification and program placement, all identified LEP students must be assessed annually for English language proficiency in four domains: listening, speaking, reading, and writing. Beginning in 2011-2012, Alaska's assessment of English language proficiency is the ACCESS for ELLs®, which stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. More information can be obtained at the website: <http://www.wida.us>.

Test Administration Window: The annual ELP assessment must be administered to all identified LEP students anytime during the test window of February 1 – March 31 of each year. Districts may choose the most appropriate time for test administration, but should plan to administer the test early enough during the test window to test all LEP students and to return the tests for scoring in a timely fashion. Scheduling should also consider make up dates for students absent during portions of the testing. All students entering school before March 1 must be assessed with the screening tool for identification and placement and must take the ACCESS for ELLs during the test window. Students who enter school on March 1 or after must be assessed with a screening tool for identification and placement within two weeks of entering school, but are not required to take the ACCESS for ELLs during the current school year.

Ordering ACCESS for ELLs Materials: Districts can obtain test materials by submitting an enrollment order online through MetriTech at <https://www.metritech.com/wida/login.aspx>. You must enter your district's username and password to view and post your enrollment order. Please contact your district ELP test coordinator to receive your login information. Orders must be based on the number and grade level of LEP students submitted to the state in the Fall OASIS file.

Required Training for Test Administrators: Test administrators are required to be re-certified annually to administer the ACCESS for ELLs. Training for district personnel is available through the WIDA website at <http://www.wida.us/login.aspx>. Test administrators must enter your district's username and password to log in for the online training. Please contact your district ELP test coordinator to receive your login information.

Scoring and Reporting: All districts in Alaska will return the completed ACCESS for ELLs tests and all testing materials to MetriTech for scoring and reporting. (The Speaking portion and all kindergarten domains are scored during the test administration). Once all scoring has been completed, MetriTech will

create score reports for each student and for schools and districts. The reports will be provided in PDF format for districts to print and distribute to parents and teachers. The expected timeline for districts to receive score reports is June.

6) What other state assessments must an LEP student take?

All LEP students must be tested on the state mandated academic content assessments in grades 3-10 for reading, writing, mathematics and in grades 4, 8 and 10 for science. The state academic content assessment for reading **may not** be used in place of the annual English language proficiency test. (The only exception applies to LEP students in the first year of attendance at a U.S. school. See the Appendix for Immigrant Students Excluded from State Content Assessments Alaska Regulation.)

7) What accommodations may be made for LEP students?

All students identified as limited English proficient must participate in statewide academic **content assessments**. LEP students must be provided reasonable LEP accommodations on state academic assessments, to the extent practicable. LEP accommodations are allowed for LEP students when testing for academic content knowledge and skills, but **not when testing for English language proficiency**. State approved accommodations for testing LEP students is available in the *Participation Guidelines for Alaska Students in State Assessments*, found at: <http://www.eed.alaska.gov/tls/assessment/elp.html>.

LEP students with Disabilities may use appropriate accommodations when taking the ACCESS for ELLs and other statewide assessments. The IEP or 504 team should select appropriate accommodations based on the student's needs, and must provide documentation and the rationale for the accommodations on the IEP or 504 plan. The *Participation Guidelines for Alaska Students in State Assessments* should be referenced for state-approved accommodations at <http://www.eed.alaska.gov/tls/assessment/elp.html>. Because of the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are included in the student's classroom instruction and assessment. Always refer to the test administrator's manual prior to testing; some accommodations may render a test invalid.

8) What notification must be provided to parents?

Parents must be notified within 30 days of the start of the school year that their student has been identified as LEP. If a student enrolled after the start of the school year, the notification must be within two weeks after placement in an LEP program.

The notification must include:

- a. the reasons for identification;
- b. the level of English proficiency, how it was assessed, and the status of the child's academic achievement;
- c. the methods of instruction to be used in the English language acquisition program;
- d. how the program will meet the educational strengths and needs of the child;
- e. how the program will help their child learn English and meet academic achievement standards for grade promotion and graduation;
- f. the exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for limited English proficient children, and the expected rate of graduation from secondary school;
- g. in the case of a child with a disability, how the program meets the objectives of the IEP of the child; and
- h. information about their parental rights to withdraw their child from the program, to decline to have their child enrolled in the program or to choose another program or method if available, and information to assist parents in selecting among various programs if more than one is available.

(Title I, Section 1112 (g)); Title III, Section 3302)

9) What districts must file a Plan of Service for Limited English Proficient students?

Each school district that enrolls limited English proficient (LEP) students is responsible for taking appropriate steps to develop the students' English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards. In addition, each school district with a school that is attended by at least eight LEP students shall file a plan of service. (See Alaska regulation 4 AAC 34.055.) Forms for the Plan of Service may be obtained at <http://www.eed.alaska.gov/forms/Bilingual/05-08-035.doc>. For districts that receive Title III funding, the Plan of Service for LEP students must meet the criteria required under Title III and will be considered as part of the NCLB Consolidated Federal Programs Application.

10) When may an LEP student be exited from LEP status?

Beginning with the spring 2012 annual assessment of English language proficiency, in order to be considered proficient and to be exited (removed) from LEP status, an LEP student must have met the following criteria:

As a result of testing on Tier B or Tier C of ACCESS for ELLs, student has:

- (1) a composite score of 5.0 or higher; and
- (2) a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening.

After meeting the exit criteria, a former LEP student will be in monitoring status for two years.

11) How does a district monitor former LEP students?

Former LEP students must be monitored for two years for academic progress. Students in grades 3-10 (those tested in math and reading/language arts for AYP) will be monitored for proficiency in the content Standards Based Assessments. Students in grades K, 1, 2, 11, and 12 will be monitored for academic progress in reading/language arts and math according to local criteria as determined by the district. The district will determine which academic courses and grade reports will be monitored for the two years of monitoring, and the criteria for academic achievement or failure.

Former LEP students (codes M1 and M2) are those who have attained a score of overall Proficient on the ELP assessment and were exited from LEP status and program services. *Former LEP students should not take the annual ELP Assessment.* The academic progress of these former LEP students should be monitored for two years using the SBA's (for students in grades 3-10) as well as district-determined local criteria. Students in grades K, 1, 2, 11, and 12 will be monitored for academic progress in reading/language arts and math according to local criteria as determined by the district. A former LEP student should be coded as M1 on both the Fall OASIS Data Collection and the Summer OASIS Data Collection for the school year following the year that the student attained proficiency on the ELP assessment and was coded LT.

12) How may a former LEP student become re-identified as an LEP student?

If a former LEP student struggles academically, the first step is to ensure the student is receiving any instructional supports available to all students. After a minimum of one semester of exit from LEP status, the general education core content teacher(s) or instructional team working with a struggling former LEP student must meet with the ESL teacher or district ELL coordinator to review academic performance on classroom assignments and local and state assessments. If they determine that there is compelling evidence that the student is struggling as a result of English as a second language acquisition needs, then they make a recommendation to the district ELL coordinator to assess the student for potential re-identification as LEP. The district ELL coordinator in turn notifies the parent. The district will then administer the MODEL (preferred for reclassification information) or W-APT to get a measure of the student's current language proficiency and necessity for reclassification. If the student scores below the

state established criteria for proficiency on the MODEL or W-APT, the student shall be re-identified as LEP and receive appropriate language support services. Note: if a former LEP student (coded as M1 or M2 in the Fall OASIS data collection) is re-classified during a school year, enter a code of LP in the Summer OASIS data collection *and* a comment in the Notes field that the student has been re-classified as LEP through use of the screener assessment.

13) What data must be reported on LEP students?

Districts must report the LEP status of each student on the Participation Rate file for the state Standards Based Assessments (SBAs) and in the Fall and Summer OASIS Student Level Data Collections. In addition, in the Summer OASIS data collection, districts must report the native (or home) language of identified LEP students, and whether or not former LEP students are meeting academic progress goals for two years after exiting LEP status. The department will track the results of content assessments for those former LEP students in monitoring status in grades 3-10. The ELP test contractor will report to the district and to EED the ELP test proficiency scores. EED will match the student data with the test data in order to determine the number of LEP students in the state, to report on their progress to the US Department of Education, and to determine if the Title III districts have met the Alaska Title III Annual Measurable Achievement Objectives (AMAOs). See the Appendix for LEP student data codes and the AMAO information.

14) Are all students enrolled in a dual language (immersion) program or a Native heritage language program considered LEP students?

No. An LEP student is one who meets the LEP definition described in the Appendix and has been identified as not proficient in English.

15) Should foreign exchange students be identified, assessed and served as LEP students?

There are different categories of foreign exchange students and visas. Most foreign exchange students are present in the school for up to one school year and many already have enough command of the English language to benefit from regular classroom instruction. Each district may determine if a foreign exchange student should be identified and receive services as an LEP student. If a foreign exchange student is identified as an LEP student, then he or she would be required to participate in the annual ELP assessment. Generally, if a district reports a student for OASIS funding, that student is eligible for all of the rights and privileges as other students and must meet all of the requirements.

16) Where can I find more information about serving and assessing LEP students?

More information can be found from the Alaska Department of Education and Early Development's website under the following headings:

- Assessments (<http://www.eed.alaska.gov/tls/assessment/elp.html>), and
- No Child Left Behind (<http://www.eed.alaska.gov/nclb/KeyComponentsNCLB.html>).

Information is also available from the US Department of Education website, Office of English Language Acquisition at www.ed.gov and from the National Clearinghouse for English Language Acquisition (NCELA) at <http://www.ncela.gwu.edu/>.

APPENDIX

Definition of Limited English Proficient Student

[Section 9101 (25 & 30) of NCLB and Alaska Regulation 4 AAC 34.090(2)]

The term “limited English proficient”, when used with respect to an individual, means an individual –

- A) who is between 3 and 21 years old;
- B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- C) who falls into one or more of the following categories of individuals:
 - (i) an individual not born in the United states or whose native language is a language other than English;
 - (ii) an American Indian, Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; and
- D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the
 - (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing;
 - (ii) ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Identification Assessment Required for LEP students

[Alaska regulation 4 AAC 34.055(a)]

Each school district that enrolls limited English proficient (LEP) pupils shall administer a state-approved assessment for identification of English language proficiency to all pupils who may be LEP pupils but have not been identified as LEP pupils. The district is responsible for taking appropriate steps to develop LEP pupils' English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards.

Immigrant Students Excluded from State Content Assessments

[Alaska Regulation 4 AAC 06.805(j)]

- (j) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as an LEP pupil under 4 AAC 34.090(2) , is new to the United States, and first enrolls in a school in the United States after the previous school year administration of the state standards-based assessment under 4 AAC 06.710(2), the district may
 - (1) excuse the student from participation in the state assessments in reading or writing; and
 - (2) elect not to include the student's performance in any state assessment in the determination of adequate yearly progress under 4 AAC 06.810.

Limited English Proficient (LEP) Student Data Codes

- L1 = 1st year of identification as an LEP student. Student meets definition of LEP and has scored at some point below the proficient level on a state-approved assessment of English language proficiency (either an identification assessment and/or the annual ELP assessment).
- LP = Student has been identified as LEP in a previous school year and has not yet scored proficient on the state-approved assessment of English language proficiency.
- LT* = LEP student who has scored at the proficient level on the annual state-approved assessment of English language proficiency during the current school year.
- M1 = First year of monitoring for former LEP student. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission.
- M2 = Second year of monitoring for a former LEP student. Student should have had a code of M1 at the end of the previous school year.
- X = Not identified or considered to be an LEP student (includes former LEP students who are no longer in monitoring status).

NOTE: Beginning in 2012 with the new ELP assessment, the definition of proficiency has changed. In order to be considered proficient, meet the exit criteria, and be marked as LT, the LEP student must obtain a composite score of 5.0 or higher on Tier B or Tier C of the ACCESS for ELLs *and* a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening. Districts will receive the data on the results of the ELP assessment in early June and must use that data to determine students who should receive a code of LT before submitting the Summer OASIS file.

Alaska Title III Annual Measurable Achievement Objectives (AMAO) Targets For Districts that Receive Title III Funds

AMAO targets are set for the percent of all LEP students expected to Make Progress, Attain Proficiency and meet Language Arts and Math AYP targets in a given year. (Approximately 15% of LEP students are expected to be new each year, therefore progress cannot be determined in those instances. For complete information on the AMAOs, see “Alaska’s Title III AMAOs posted at <http://www.eed.alaska.gov/nclb/KeyComponentsNCLB.html>.)

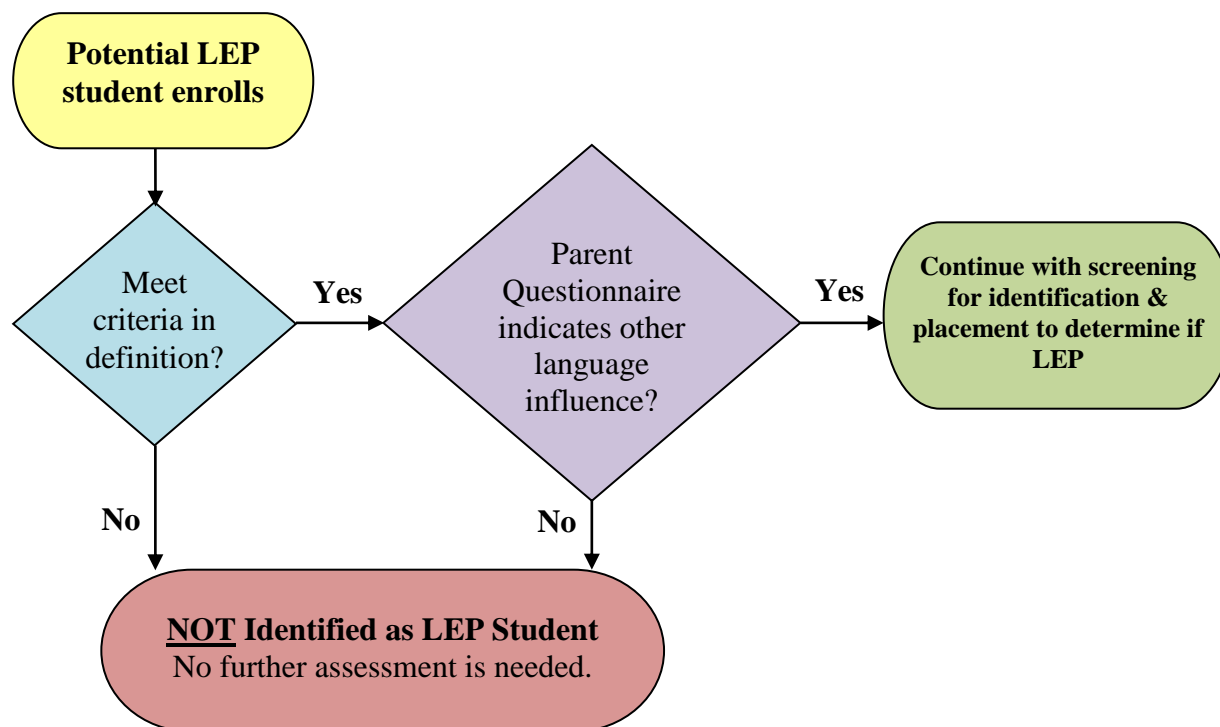
Year	Making Progress in English	Attaining Proficiency in English	Language Arts Target (AYP)	Math Target (AYP)
2010-2011	40%	16%	82.88%	74.57%
2011-2012	TBD	TBD	88.5%	83.05%
2012-2013	TBD	TBD	94.28%	91.53%

Targets for making progress in English and for attaining proficiency in English will be determined for 2011-2012 and 2012-2013 as the transition year from the IPT assessment to ACCESS for ELLs in the fall after the first testing cycle has been completed. Title III districts will be notified when the targets have been set by the state and approved by the US Department of Education Title III Office.

Identification Procedures for Limited English Proficient Students

Updated Guidance as of March, 2012

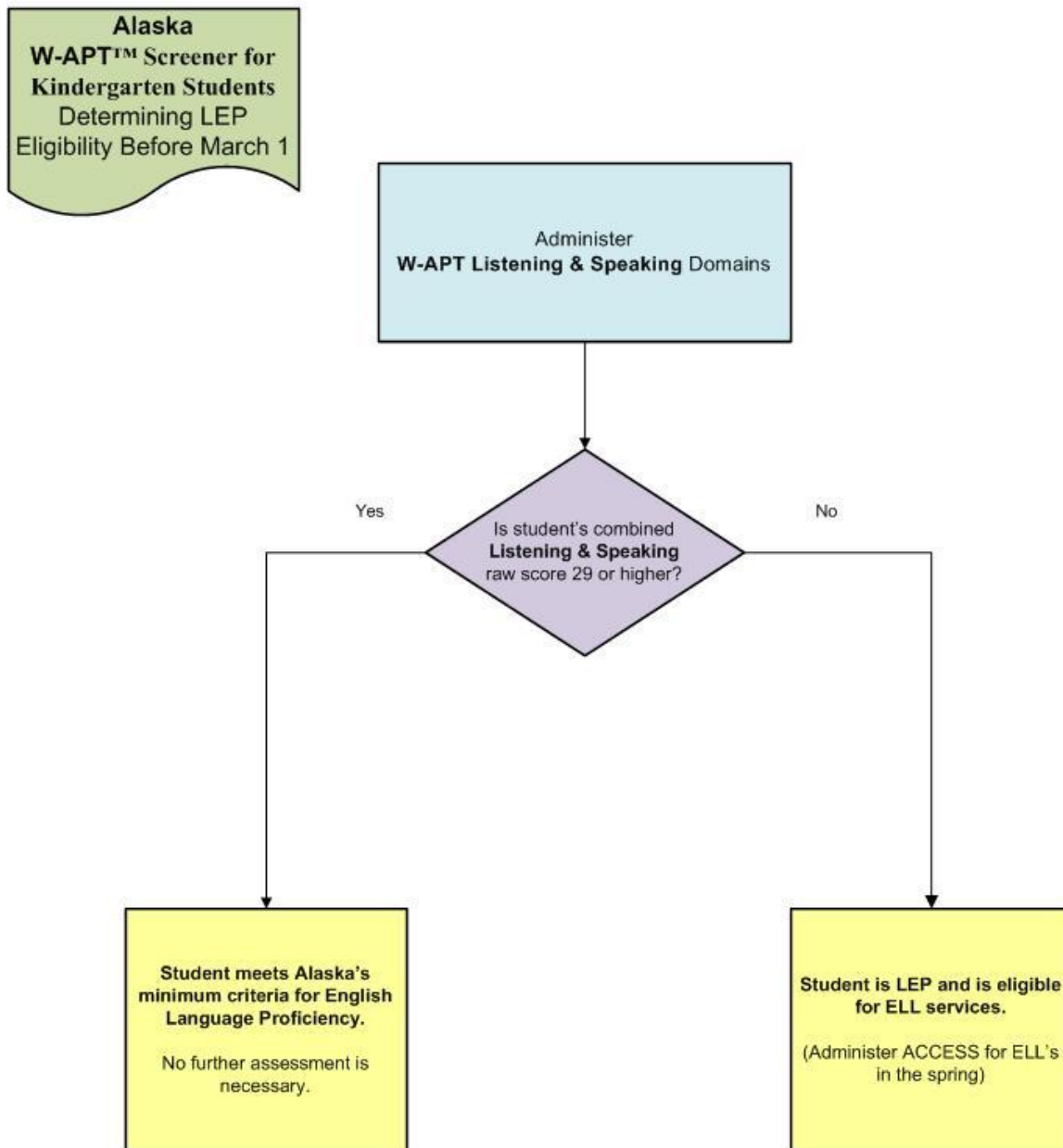
Pre-Screening for Identification of Potential LEP Students (all grades)



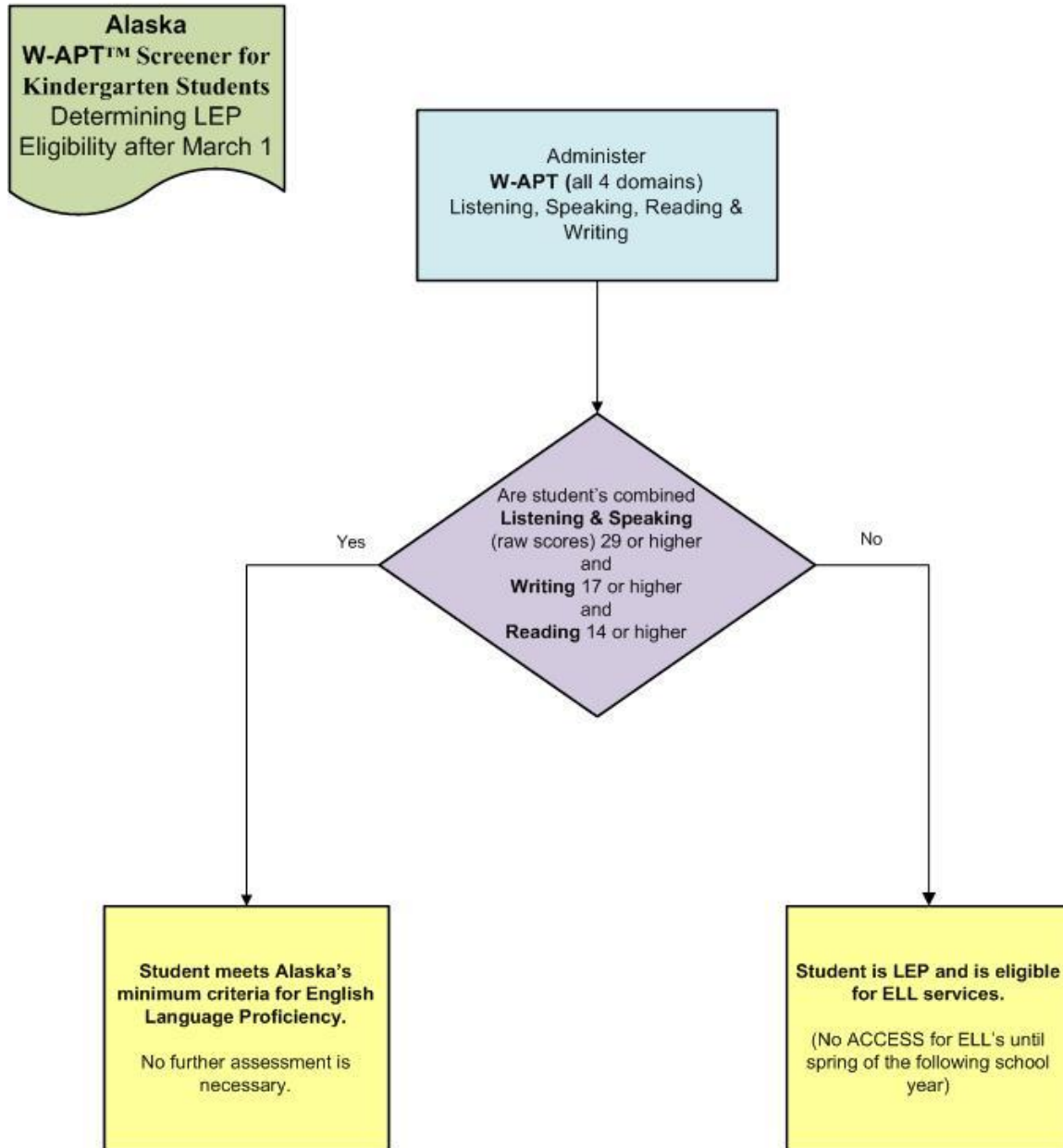
Upon enrollment, districts follow their pre-screening process to identify potential LEP students – those that meet the definition stated in 4 AAC 34.090(2) – usually by requesting parents to complete the Parent Language Questionnaire (Home Language Survey) and perhaps having teachers complete the optional Language Observation Checklist (LOC A). These forms are available on the EED website at <http://www.eed.alaska.gov/nclb/KeyComponentsNCLB.html>.

Only students who have been found in the pre-screening process to have a language influence that limits their English language proficiency **and** who meet the other criteria in the definition of an LEP student must take the W-APT or MODEL to formally determine if their ability to speak, listen, read and write English is not sufficient to achieve in English speaking classrooms. See specific grade level and screener flow charts for minimum criteria to be considered proficient in English or to be identified as LEP.

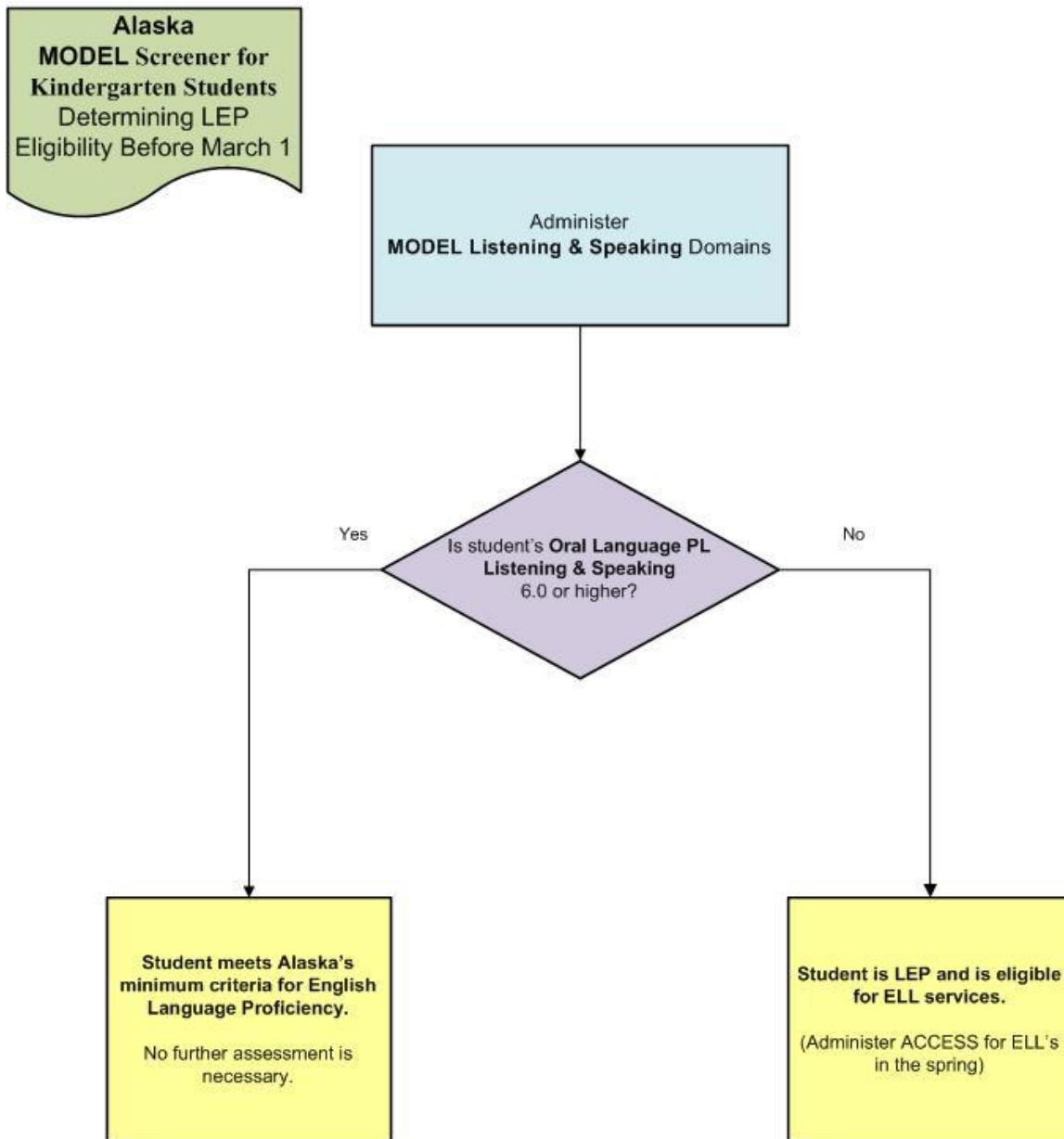
Alaska's Flowchart for Kindergarten LEP Identification
Entering Kindergarteners
Fall through February
W-APT Screener



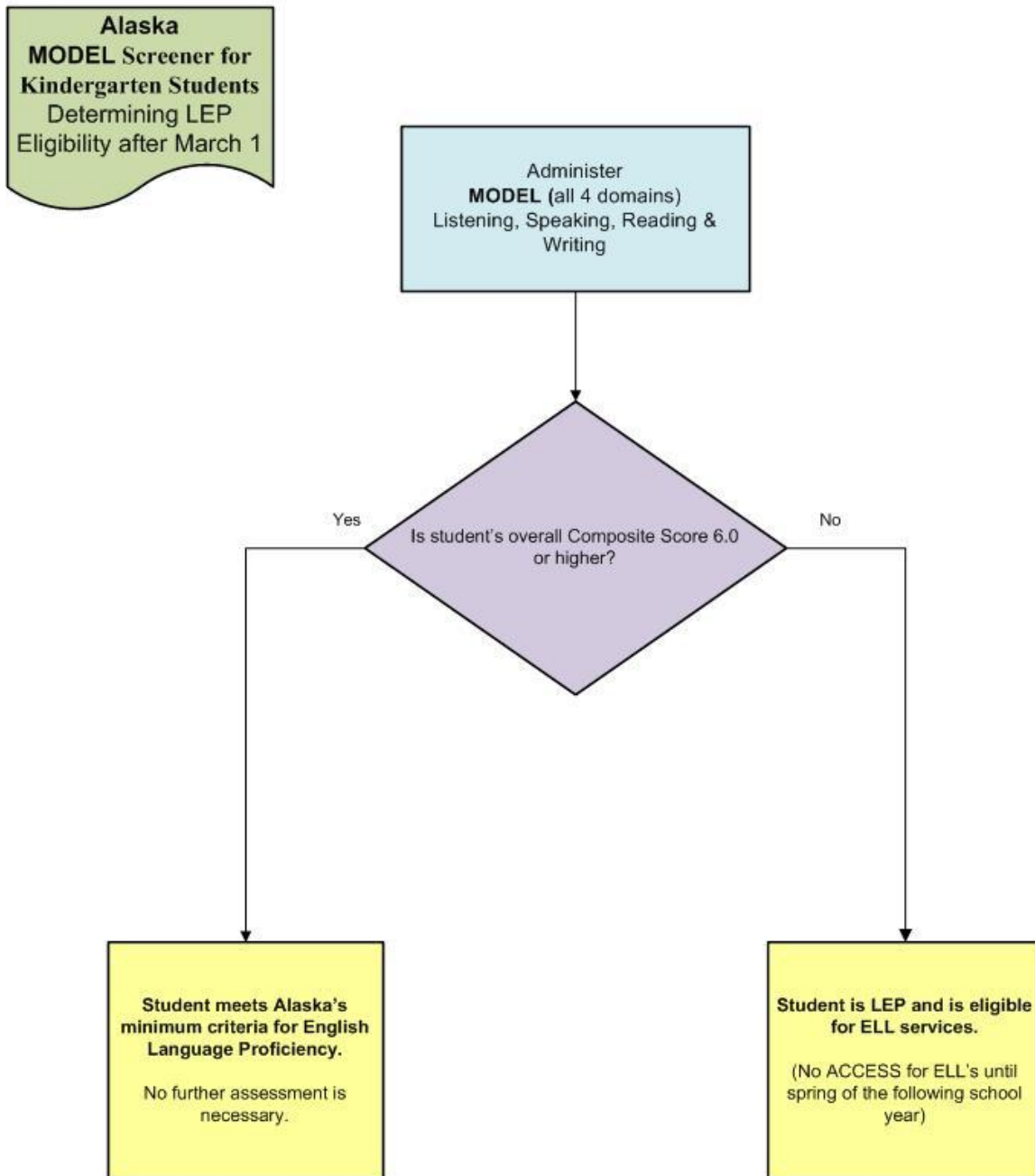
Alaska's Flowchart for Kindergarten LEP Identification
Entering Kindergarteners
March through End of School Year
W-APT Screener



Alaska's Flowchart for Kindergarten LEP Identification
Entering Kindergarteners
Fall through February
MODEL Screener



Alaska's Flowchart for Kindergarten LEP Identification
Entering Kindergarteners
March through End of School Year
MODEL Screener



Alaska's Flowchart for Grades 1-12 LEP Identification
Entering Grades 1-12
W-APT & MODEL Screener

